



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: Sanford High School

SAU: Sanford School Department

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# 2010-2011 NCLB Report Card



**School:** Sanford High School  
**SAU:** Sanford School Department  
**Grade:** High School



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	336	303	90	43	42	49	6	36	34	23	301	2
	2009-2010	319	297	93	38	38	47	7	31	35	28	295	2
Female	2008-2009	174	154	89	43	41	53	8	35	36	21		
	2009-2010	152	145	95	40	40	49	8	32	36	24		
Male	2008-2009	162	149	92	42	43	46	5	38	32	26		
	2009-2010	167	152	91	36	35	46	6	30	34	31		
Caucasian/White	2008-2009	321	290	90	42	42	50	6	37	33	24		
	2009-2010	304	283	93	37	37	48	7	30	34	28		
African American/Black	2008-2009	1	0	0			26						
	2009-2010	1	1	100			28						
Hispanic	2008-2009	6	5	83	20	20	38	20	0	80	0		
	2009-2010	5	4	80			42						
Asian or Pacific Islander	2008-2009	7	7	100	57	57	46	0	57	43	0		
	2009-2010	8	8	100			41						
American Indian or Native Alaskan	2008-2009	1	1	100			32						
	2009-2010	1	1	100			27						
Economically Disadvantaged	2008-2009	131	106	81	27	28	34	1	26	43	29		
	2009-2010	128	116	91	28	28	31	3	25	35	37		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	42	29	69	7	10	16	0	7	17	76		
	2009-2010	47	39	83	10	12	16	0	10	18	72		
Limited English Proficient	2008-2009	6	6	100	50	50	16	0	50	50	0		
	2009-2010	8	8	100			13						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

# 2010-2011 NCLB Report Card



**School:** Sanford High School  
**SAU:** Sanford School Department  
**Grade:** High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	336	320	95	33	33	42	3	30	37	30	318	2
	2009-2010	319	296	93	44	44	45	2	42	31	25	294	2
Female	2008-2009	174	162	93	31	30	41	2	28	40	30		
	2009-2010	152	145	95	45	45	43	1	44	29	26		
Male	2008-2009	162	158	98	35	36	43	3	32	34	31		
	2009-2010	167	151	90	44	43	47	3	40	33	23		
Caucasian/White	2008-2009	321	306	95	32	32	43	3	29	37	31		
	2009-2010	304	282	93	44	43	46	2	41	31	25		
African American/Black	2008-2009	1	0	0			16						
	2009-2010	1	1	100			22						
Hispanic	2008-2009	6	6	100	50	50	29	0	50	33	17		
	2009-2010	5	4	80			40						
Asian or Pacific Islander	2008-2009	7	7	100	43	43	52	0	43	43	14		
	2009-2010	8	8	100			51						
American Indian or Native Alaskan	2008-2009	1	1	100			21						
	2009-2010	1	1	100			28						
Economically Disadvantaged	2008-2009	131	118	90	21	22	26	1	20	34	45		
	2009-2010	128	116	91	34	34	28	0	34	28	37		
Migrant	2008-2009	0	0				20						
	2009-2010	0	0										
Students with Disabilities	2008-2009	42	38	90	8	8	12	0	8	21	71		
	2009-2010	47	39	83	10	10	14	0	10	23	67		
Limited English Proficient	2008-2009	6	6	100	50	50	19	0	50	50	0		
	2009-2010	8	8	100			16						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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<b>School:</b>	Sanford High School
<b>SAU:</b>	Sanford School Department
<b>Grade:</b>	High School



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	93	93	96	41	41	48	93	93	96	39	39	43	81	81	80
Caucasian/White	93	93	96	40	40	49	93	93	96	38	38	44			
African American/Black	*	*	94	*	*	27	*	*	94	*	*	19			
Hispanic	*	*	95	*	*	40	*	*	95	*	*	34			
Asian or Pacific Islander	*	*	97	*	*	44	*	*	97	*	*	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	91	91	94	27	27	32	91	91	94	28	28	27			
Students with Disabilities	83	84	92	9	11	16	83	84	91	9	9	13			
Limited English Proficient	*	*	93	*	*	14	*	*	91	*	*	17			

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	40	26	16	5	2	2

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	3

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	1.49

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>